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ABSTRACT

The guidelines for a student-industry action committee represent an attempt by the authors to reverse the trend of mistrust demonstrated by the American public toward business and industry. Twelve chapter presidents of Delta Sigma Pi, a university business fraternity, met initially with representatives of the National Association of Manufacturers in October 1971. They began developing a joint committee plan for improving understanding between the business community and students through dialogue and interaction in areas of mutual interest and concern. The plan was pilot tested on the students' respective campuses (a list of universities is provided) prior to being offered as a guide for the development of similar programs. Included are suggestions for a first joint meeting, general and specific guidelines for dialogue, topics for dialogue, and possible action projects which might be undertaken to further cooperation of student and business groups and benefit the community. (KH)

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Student-Industry Plan for Action

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INTERNATIONAL FRATERNITY OF DELTA SIGMA PI

NAM
NATIONAL ASSOCIATION OF MANUFACTURERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1 FOR
UNDERSTANDING

2

Student-Industry Plan for Action

International Fraternity of Delta Sigma Pi
The Central Office
330 South Campus Avenue
Oxford, Ohio 45056

National Association of Manufacturers
Education Department
277 Park Avenue
New York, N. Y. 10017

VT 102777

THE INTERNATIONAL FRATERNITY OF DELTA SIGMA PI

Professional Business Administration Fraternity

Delta Sigma Pi was founded at New York University, School of Commerce, Accounts and Finance, on November 7, 1907. Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity, and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture, and the civic and commercial welfare of the community.

NAM CREDO

The National Association of Manufacturers is a voluntary organization of many thousands of member companies, located in every state, representative of industry of all sizes from the smallest to the largest, and dedicated to the economic and social well-being of the nation and the freedom and progress of the American people.

The purposes of the National Association of Manufacturers are defined as follows:

- To formulate policies and objectives based on the enduring economic, social and governmental principles embodied in the Constitution of the United States, and without regard to partisan political considerations or the fortunes of any political party or candidate.
- To provide leadership in bringing about a steady improvement: (a) in the economic strength of the nation; (b) in the contribution of industry to the public welfare; (c) in the operation of the American system of free capital and free labor so as to afford opportunity and incentive for the individual to progress and provide for the well-being and security of himself and his family.
- To assist manufacturers in appraising the significance of social, legislative, and economic trends as they affect industry, people, the community and the nation.
- To contribute to a continuing improvement in the relations and cooperation between employer and employee, between government and industry, and between the public and industry.
- To join with others in bringing to the public and to government the viewpoint of manufacturers as to how national and international issues affect industry and the future of every citizen.
- To help create understanding of how the American free competitive enterprise system works for the benefit of every individual.
- To formulate its policies and conduct its operations so as to merit the respect and support of the American people.

WHAT OTHERS ARE SAYING

"We must build . . links with American youth."

RICHARD M. NIXON,
President of the United States

"If industry were doing as poorly selling its products as it is at selling the free enterprise system on the college campuses, we'd all be out of business."

W. P. GULLANDER, *President*
National Association of
Manufacturers

". . . Too few executives understand the values, aspirations, career goals, and sense of social commitment prevalent among today's business school students . . ."

LOUIS B. LUNDBORG,
Chairman of the Board
Bank of America

"It would seem that one way at least in which to coun'.r to some degree the faults and damaging picture of the business world which appears to have developed largely unopposed on the campuses might be for businessmen to find or make opportunities to talk with faculty and students about these issues."

PHILIP E. HOGAN,
Executive Vice President
Western Electric

"By our silence, we are defaulting on our very real responsibility to defend the American system of free enterprise against assault by an increasing host of critics across the land."

JOHN D. HARPER,
Chairman of the Board
Aluminum Company of America

". . . it is time we stopped apologizing for being businessmen and begin to talk about the vital facts of business life . . ."

M. P. VENEMA,
Chairman of the Board
Universal Oil Products Company

"American business management must have substantially more spokesmen. . . . Management needs to go more often into the arena . . . its efforts miss grossly, most . . . young people . . ."

A. R. ROALMAN, *Vice President*
CNA Financial Corpo ation

"We cannot lecture them. They are tired of being lectured and they won't accept canned speeches about the virtues of private enterprise."

CHARLES B. MCCOY, *President*
E. I. duPont

FOREWORD

The decade of the 70's is continuing on a tide of dissent, mistrust and misunderstanding so prevalent in the 1960's. One recent survey showed a decline in the public's confidence in all major segments of our society. Books, magazines, newspapers, radio and television dramatize a never-ending variety of societal problems and disputes. The issues are discrimination, inequality of justice, unemployment, environmental quality, political disunity, and an unpopular war. Seldom, if ever before, has the nation faced as many challenges to long-accepted beliefs; seldom have as many deeply rooted philosophical differences existed between so many segments of society. If our democratic, private enterprise, free-society is to survive, these differences must be narrowed in the next few years. If they are not, chaotic and near revolutionary change may result.

American industry and business are an integral part of society and, consequently, the disruptions and social dissatisfactions have had a major impact upon them. There has been a revival of the traditional arguments against private enterprise, most of which were shop worn even in the 1930's. Every dramatization needs a villain and frequently the corporation has been selected to play this role. An Opinion Research Corporation survey in early 1970 indicated that business had lost the public favor which it possessed in the early and middle part of the 60's. A Harris Poll in late 1971 indicated a worsening in the attitude of the public toward business. Now, only twenty-seven percent of the public has a "great deal" of confidence in business leaders as compared with sixty-one percent in 1966. A most disturbing aspect is that almost every attitude survey of young people indicates a serious lack of understanding, tolerance and belief in institutions, including our business system. There has been a marked deterioration in campus support of American business in recent years.

With one-third of our population enrolled in schools and colleges, the continued existence of the private enterprise system, as well as other free society institutions, is dependent in large measure upon the support of those in this younger generation. Colleges and universities have eight million students, almost all of whom are now eligible to vote, and over three-quarters of a million faculty members. Many of these students have too little factual information about business.

Understanding on both sides is increased when businessmen and students talk together. Almost everyone believes this is true. The problem is to find a specific way to bring together the unique resources of students and those of the business community. The Student-Industry Action Committee concept provides a basis for increased cooperation between students and businessmen. The alternative is continued misunderstanding between the business community and this very important segment of society.

THOMAS M. MOCELLA, *Grand President*
International Fraternity of
Delta Sigma Pi

W. P. GULLANDER, *President*
National Association of
Manufacturers

INTRODUCTION

A Student-Industry Relations Task Force of the National Association of Manufacturers was formed in May, 1971. The members, representing various sizes and types of corporations, are experienced in communicating with students. In some cases this is a result of their official corporate-university activities but in addition each representative brought an intense personal commitment and interest in students to this assignment. The Task Force was created in response to the expressed concerns of NAM's membership that the Association should undertake to develop a national effort to promote increased dialogue between businessmen and college students. Very early, three basic factors were recognized:

(1) *Some dialogue between students and businessmen is taking place.* Many larger corporations have created their own special programs to communicate both with students and faculty. Also many—no one knows precisely how many—individual business executives from large, medium and small companies participate in a variety of uncoordinated campus seminars or lecture programs from time to time.

(2) *Increased dialogue is essential but this alone will not resolve problems.* Students want face-to-face dialogue with businessmen, but also they want to participate in solving problems which are of concern to them. Students want action. They want to become involved.

(3) *A program sponsored by the Association must have great flexibility.* A national program to increase dialogue between businessmen and students must be adaptable to local circumstances in every college community. It must permit large, medium and small firms—manufacturing and nonmanufacturing—representing all industries to work together to respond to the needs of a specific community and student body.

STUDENT-INDUSTRY ACTION COMMITTEES

Moving from these premises, Task Force members examined a variety of existing student-college-industry-community relationships. Their recommendation, reached after much discussion and help from students, was to encourage the formation of a Student-Industry Action Committee in every college community in the nation. These commit-

tees would be composed of students and businessmen who would jointly establish their own specific objectives, methods of operating, dialogue programs and action-oriented projects.

This recommendation for increasing the amount of contact between students and businessmen and the possibility of their working together on projects was discussed. Many individual college students and businessmen in different parts of the country made helpful suggestions. In the process of evaluating student reactions to this proposal, discussions were held with key officials of the International Fraternity of Delta Sigma Pi, a major business fraternity. It was not long before Delta Sigma Pi and the National Association of Manufacturers had agreed to cooperate by jointly promoting the Student-Industry Action Committee concept.

The first action taken was to invite twelve students—chapter presidents of Delta Sigma Pi—to Chicago in late October, 1971, for a weekend workshop with members of NAM's Task Force and Delta Sigma Pi staff officials. The students and their university affiliation are as follows:

CHARLES A. ALLEN
Georgia State University
Atlanta, Georgia

LEONARD F. BARKER
State University of N.Y.
Albany, New York

CHARLES R. BRIX
University of Nebraska
Omaha, Nebraska

GABRIEL D. HAMILTON
Rutgers University
New Brunswick, New Jersey

ROSS A. JOHNSON
Sacramento State College
Sacramento, California

MICHAEL L. MCDORMAN
University of Missouri
Columbia, Missouri

RICHARD E. ROSS
Ball State University
Muncie, Indiana

NOLAN H. SCHEXNAYDER
Louisiana State University
Baton Rouge, Louisiana

JACK L. SHIVES
Eastern Illinois University
Charleston, Illinois

TIMOTHY R. SOYARS
Angelo State University
San Angelo, Texas

TED R. STOUT
University of Oklahoma
Norman, Oklahoma

RICHARD M. THOMAS
University of Utah
Salt Lake City, Utah

At this workshop, the far-reaching potential of Student-Industry Action Commitees began to emerge. The students affirmed their interest in communicating with businessmen on a wide range of topics, but they were especially enthusiastic in support of the prospect of engaging in a joint community project with businessmen. The chapter presidents agreed to take the developing concept back to their respective chapters, seek endorsement, contact local businessmen and, if their reactions were favorable, begin to organize a Student-Industry Action Committee.

It was agreed that the Delta Sigma Pi chapters would be the campus coordinating agent to involve other students, key student leaders, or campus groups not represented in the fraternity. NAM would provide the chapter presidents with a letter of introduction explaining the nature of the program and also make available the names of NAM member firms in each of the twelve cities identifying where possible the key business leaders.

The general purpose of the Student-Industry Action Committee program as formulated at the Chicago meeting is to:

1. Encourage increased understanding between the business community and students through dialogue and interactions for the betterment of the total community;

2. Establish joint committees comprised of students and business representatives;

3. Explore areas of mutual interest and concern to the community, leading to the development and implementation of action-oriented projects for the solution of problems.

With this statement of purpose, a great deal of personal enthusiasm, and the knowledge that their efforts would provide a practical test of the program prior to public announcement, these students returned to their respective campuses.

The Delta Sigma Pi chapter presidents met a second time in New York to report the early results of pilot-testing this program and to suggest broad guidelines for the benefit of those who would be organizing a similar program in other communities. The membership of all twelve chapters had endorsed the program concept and were in different phases of implementation except for one chapter which was composed entirely of evening students. This chapter found it was not feasible for them to become involved since all the members worked full time during the day.

The comments and suggestions which follow are deliberately broad gauged and intended only as suggestions to stimulate ideas, not to provide the one and only blueprint for initiating this program.

THE STUDENT-INDUSTRY PLAN

The first student action required to launch this cooperative effort is to explain the basic concept of the program, including the general three-point statement of purpose, to the entire chapter. Discuss it freely and encourage chapter endorsement and support.

The following outline may prove helpful in making a presentation to the chapter and later to businessmen.

A. From your point of view, identify the needs for increased student-businessman understanding and dialogue. Highlight the benefits which can result from this program.

B. Cover briefly the background of this program:

   (1) National fraternity headquarters endorsement.

   (2) National Association of Manufacturers and Delta Sigma Pi co-sponsorship.

   (3) Participation and pilot-testing by twelve chapters.

C. The campus leadership role for Delta Sigma Pi in this project.

D. Describe possible dialogue programs and action projects which would be of interest.

From those most interested in this program, *establish a committee* and set the date of its first meeting. This committee meeting should be used to identify chapter objectives and to organize, either by special assignment or by subcommittees, in order to reach the objectives. Several actions should result from this meeting. The following is a checklist:

A. The dean should be contacted and the basic Student-Business Action Committee concept discussed. Many deans meet periodically with an advisory council of local businessmen. They will wish to know of the program since many will probably want to participate.

B. The date, time, location and nature of the first joint meeting of students and businessmen should be determined. An alternative date may prove useful. Select a date far enough in advance to allow time for all contacts and invitations to be issued. However, don't delay this first meeting. No one date will be acceptable to all.

C. Plans should be made for contacting local businessmen. Most chapters established contact by telephone. Letters can be used, although the amount of elapsed time before the meeting will increase.

The initial contact with businessmen must create enough interest to get them to attend the first joint meeting so that the broad nature of the program can be explained and its feasibility discussed. A clear explanation of the purpose of the meeting and its format are required.

Some college communities may not have many manufacturing firms and, therefore, NAM membership identification will be of limited help. Nevertheless, there are commercial banks; savings and loan associations; large department stores; electric, gas and telephone firms; transportation, mortgage and construction companies, plus newspaper publishers. The news director of a television station is participating on one Student-Industry Action Committee. Local circumstances will determine the type and mix of business participants.

THE FIRST JOINT MEETING

The number of participants is important. An equal number of businessmen and students is appropriate. There should be a sufficient number of each to achieve broad representation, but not so many that it is impossible for everyone to participate in an informal discussion. The businessmen invited should be key business leaders in the community. When they understand and agree to support the Student-Industry Action Committee concept, they will enlist the support of others in the business community.

This "get acquainted," exploratory meeting will provide an opportunity for face-to-face dialogue between students and businessmen, but if it is to be successful certain decisions must be made. Once a willingness on the part of businessmen and students has been established, the date and location of the organizational meeting should be determined. Specific goals and objectives are unlikely to emerge from this exploratory meeting, but alternative directions will become more apparent. Too, it may become clear that certain other business leaders and other student leaders—from the student government, campus publications and other disciplines—must be involved from the start. Therefore, they must be identified and contacted, their support obtained, and invitations issued for the organizational meeting.

This organizational meeting and those planning sessions which must follow involve the hard work necessary to achieve the general objectives of a Student-Industry Action Committee. Agreements must be reached as to the size of the membership, specific objectives, and methods of operation. The alternative types of dialogue efforts must be identified and choices made as to how best to proceed in order to initiate a program to encourage increased dialogue. At this time or a later date, the nature and type of action projects which are both desirable and possible must be explored and decisions made in this area.

GUIDELINES FOR DIALOGUE

As these Student-Industry Action Committee meetings take place, guidelines for dialogue and specific subjects will emerge. The following guidelines for dialogue have been suggested by students and businessmen. They are intended to show generally recognized keys to success and to demonstrate the broad range of interest of some students and businessmen.

The following guidelines have general application:

1. Be a good listener.

2. Openness is required of both students and businessmen.

3. In-depth discussions are the best way to overcome misunderstanding.

4. Experience has indicated that face-to-face communications can bring about mutual understanding.

5. Programs of dialogue between students and businessmen should not be approached as a prepackaged public relations program.

6. Sincerity is required of students and businessmen.

7. Respond to honest questions with honest answers.

8. Well-informed, articulate, socially conscious businessmen are necessary.

9. Businessmen should be capable of relating to students and be interested in students.

10. Lectures are not well received. Students view this as talking down to them.

11. Don't lean over backwards to take abuse. Be polite, fair, firm and insist on the right to explain your own views.

12. Students want their ideas listened to. They possess knowledge which will be beneficial to business.

13. Businessmen possess knowledge which will be beneficial to students.

14. While students prefer to talk with the chief executive, other corporate officials and professional personnel, including executives on the way up, function well as a bridge. The generalist in the smaller business fits very well the type of executive needed to talk to students. These businessmen must be capable of dealing with a range of problems, and involvement in community affairs is a definite plus.

15. Informal, small group discussion sessions are preferred.

16. The goal is dialogue, hopefully leading to increased understanding, not debate.

Guidelines which can be helpful in planning for a specific dialogue session include the following:

1. Establish a dialogue planning subcommittee of key students and businessmen.

2. Formulate specific program objectives tailored to the local situation.

3. Plan a program format that meets local needs and allows for the maximum involvement of all participants.

4. Identify potential participants.

5. Develop methods of inviting participants to insure adequate and representative participation from students and businessmen.

6. Secure commitments from those who are involved in the program.

7. Identify any necessary financial requirements.

8. If publicity is desired, develop plans for appropriate coverage.

It is generally agreed that lectures are less desirable than an informal approach. Nevertheless, there are ways to make a classroom presentation successful. One way is to limit prepared remarks to about five or ten minutes. This time should be used to establish a communality of interest and set the stage for discussion. In cases where longer presentations are required to provide factual data not possessed by everyone, this material should be printed and made available in advance of the session. In either case as soon as possible, encourage questions and answers in an informal "give and take" situation.

One variation of this format that has proved successful is to utilize additional business representatives—from different firms—so that upon the conclusion of the formal presentation small groups of no more than six to eight including at least one business representative can probe more deeply into the issues that have been presented.

Another way to develop dividends out of dialogue programs is for business participants to identify articulate students, and arrange for them to speak at various civic and business club meetings in the community.

DIALOGUE TOPICS

Students are concerned about their future. They want to know about career opportunities.

What kind of world is the business world?
How does one operate in it?
What are the steps in getting a good job?
How is one graded or reviewed on the job?
How does one achieve individuality?
The opportunities in small business firms vs. the large corporation?

They also want to know about industry's role and relationships. They are concerned about:

The corporation and social change
Business and government relations
The influence of economic affairs on political matters
Life styles and values of businessmen
Ethics in business
Environmental quality
Poverty
Equal employment opportunities
Consumer protection
International trade
Underdeveloped countries
Management—labor relations
Wage and price problems
The role of profits
The cost of living
The effect of technology on society
The role of advertising

ACTION PROJECTS

Ideas for projects are numerous, but care must be taken to develop adequate support and plan comprehensively before initiating a project. The available human and financial resources must be suitable and sufficient for the project. The length of time to complete a project is a factor to consider because of the probable reduction in the number of students available during holidays, semester breaks and summer months. A variety of suggested projects include:

Assisting minority businessmen to resolve business problems
Developing a marketing plan for a minority credit union
Establishment of a Speaker's Bureau
Cataloging community organizations and action groups to establish a public awareness of their existence, their capabilities and areas of interest
Feasibility studies for community projects
Creating traffic lanes for bicycles
Surveys of student attitudes
Career Opportunity Day
Conducting an informational campaign on a public issue
Developing a crash pad for drug addicts
River beautification
Program to make the community an All American City
Encouraging student involvement in community and government affairs
Improving water quality
Neighborhood or block renovations
Creating a citizen's traffic commission
Developing of youth centers in high schools
Consultant to high school community center to seek ways of making it self-sufficient
Developing public relations material for the local National Alliance of Business program
Identification of business opportunities for minorities

SUMMARY

The Student-Industry Action Committee will: (1) Stimulate the interest of communities in student-industry communications; (2) encourage and provide the opportunity for all levels of business and industry to participate; (3) improve the image of business with students and faculty; (4) provide industrial leaders with firsthand information on concerns of youth; (5) provide students and faculty with insights of industrialists on broad societal problems; (6) identify areas of cooperative student-business joint action.

The enthusiasm of students to build a better society has never been more clear than it is now. Yet, opportunities for them to work constructively for a better society have been limited. This joint approach offers the maximum amount of local initiative and utilizes the best human resources in the community. Participation and active support of this program will encourage increased dialogue between businessmen and students and will result in mutual understanding and respect between students and business representatives. It will identify for those in business today's problems as seen by today's student. It will provide the opportunity for candid discussions about the benefits and weaknesses of the American economic and social systems. It can become the first step in resolving problems.

Therefore, the NAM is encouraging its member firms and all other business organizations to become more actively involved with students. The International Fraternity of Delta Sigma Pi is encouraging all chapters to participate in this worthwhile program. Student-Industry Action Committees can become the catalyst for greater understanding between businessmen and students and lead to the resolution of many problems.

UNIVERSITIES WITH CHAPTERS OF DELTA SIGMA PI

ALABAMA

School of Business Administration
Auburn University
Auburn 36830

Department of Business Administration
Troy State University
Troy 36081

School of Business Administration
University of Alabama
Tuscaloosa 35486

ARIZONA

College of Business Administration
Arizona State University
Tempe 85281

College of Business Administration
Northern Arizona University
Flagstaff 86001

College of Business and Public Administration
University of Arizona
Tucson 85721

ARKANSAS

College of Business Administration
University of Arkansas
Fayetteville 72701

CALIFORNIA

School of Business & Economics
California State College
Hayward 94542

School of Business Administration
California State Polytechnic College
Pomona 91766

School of Business
Chico State College
Chico 95926

College of Business Administration
Loyola University of Los Angeles
Los Angeles 90045

School of Business Administration
Menlo College
Menlo Park 94025

School of Business Administration
Sacramento State College
Sacramento 95819

School of Business
San Francisco State College
San Francisco 94132

School of Business
San Jose State College
San Jose 95114

College of Business Administration
University of San Francisco
San Francisco 94117

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Santa Clara 95053

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Florida Atlantic University
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Florida Southern College
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Florida State University
Tallahassee 32306

College of Business Administration
Florida Technological University
Orlando 32816

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University of Florida
Gainesville 32601

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University of Miami
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College of Business Administration
University of South Florida
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Division of Business
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School of Business Administration
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College of Business Administration
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College of Commerce
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School of Business
Eastern Illinois University
Charleston 61920

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Lewis College
Lockport 60441

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Loyola University
Chicago 60611

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Urbana 61801

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Ball State University
Muncie 47306

School of Business
Indiana State University
Terre Haute 47809

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University of Kansas
Lawrence 66044

KENTUCKY

College of Commerce
Western Kentucky University
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New Orleans 70118

College of Business Administration
Louisiana Tech University
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College of Business Administration
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McNeece State University
Lake Charles 70601

School of Business Administration
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Monroe 71201

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School of Business and Public Administration
University of Missouri
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School of Business Administration
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State University of New York
Buffalo 14214

NORTH CAROLINA

School of Business Administration
Wake Forest College
Winston-Salem 27109

School of Business Administration
University of North Carolina
Chapel Hill 27514

NORTH DAKOTA

College of Business Administration
University of North Dakota
Grand Forks 58201

OHIO

College of Business Administration
Bowling Green State University
Bowling Green 43402

College of Business Administration
Kent State University
Kent 44240

School of Business Administration
Miami University
Oxford 45056

College of Administration Science
Ohio State University
Columbus 43216

College of Business Administration
Ohio University
Athens 45701

College of Business
Xavier University
Cincinnati 45207

College of Business Administration
University of Akron
Akron 44304

College of Business Administration
University of Cincinnati
Cincinnati 45221

School of Business Administration
University of Dayton
Dayton 45409

OKLAHOMA

College of Business
Oklahoma State University
Stillwater 74075

College of Business Administration
University of Oklahoma
Norman 73069

College of Business Administration
University of Tulsa
Tulsa 74104

PENNSYLVANIA

School of Business Administration
Duquesne University
Pittsburgh 15219

School of Business Administration
LaSalle College
Philadelphia 19141

College of Business Administration
Pennsylvania State University
University Park 16802

Department of Business & Economics
Philadelphia College of Textiles
and Science
Philadelphia 19144

Department of Business
Administration
St. Joseph's College
Philadelphia 19131

School of Business Administration
Temple University
Philadelphia 19122

School of General Studies
University of Pittsburgh
Pittsburgh 15213

SOUTH CAROLINA

College of Business Administration
University of South Carolina
Columbia 29208

SOUTH DAKOTA

School of Business
University of South Dakota
Vermillion 57069

TENNESSEE

Division of Business Administration
Christian Brothers College
Memphis 38104

College of Business Administration
and Economics
East Tennessee State University
Johnson City 37601

College of Business Administration
Memphis State University
Memphis 38111

College of Business Administration
University of Tennessee
Knoxville 37916

TEXAS

Department of Business
Administration
Angelo State University
San Angelo 76901

School of Business Administration
East Texas State University
Commerce 75428

School of Business
Lamar University
Beaumont 77705

School of Business Administration
Midwestern University
Wichita Falls 76308

School of Business Administration
North Texas State University
Denton 76203

School of Business and Applied Arts
Sam Houston State University
Huntsville 77340

School of Business Administration
Southern Methodist University
Dallas 75222

School of Business Administration
Texas A & I University
Kingsville 78363

School of Business
Texas Christian University
Fort Worth 76129

College of Business Administration
Texas Tech University
Lubbock 79409

College of Business
University of Houston
Houston 77004

School of Business Administration
University of Texas
Arlington 76010

College of Business Administration
University of Texas
Austin 78712

School of Business Administration
University of Texas
El Paso 79999

UTAH

School of Business and Economics
Weber State College
Ogden 84403

College of Business
University of Utah
Salt Lake City 84112

VIRGINIA

School of Business
Virginia Commonwealth University
Richmond 23220

College of Business
Virginia Polytechnic Institute
Blacksburg 24061

WEST VIRGINIA

Division of Business Administration
Shepherd College
Shepherdstown 25443

School of Business
West Liberty State College
West Liberty 26074

WISCONSIN

Department of Economics and
Business Administration
University of Wisconsin
La Crosse 54601

School of Business
University of Wisconsin
Madison 53706

College of Business & Economics
University of Wisconsin
Whitewater 53190